

Online Safety Progression by Year Group/Strand

	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Self-Image & Identity	<p>I can recognise online or offline that anyone can say 'no' – 'please stop' – 'I'll tell' to somebody who makes them feel uncomfortable or upset.</p>	<p>I can recognise that there may be people online who could make someone feel sad or upset.</p> <p>If something happens that makes me feel sad or uncomfortable I can give examples of who I can speak to and how they can help.</p>	<p>I can explain how other people may look and act differently online and offline.</p> <p>I can give examples of issues online that might make someone feel sad or uncomfortable and how they might get help.</p>	<p>I can explain what is meant by the term 'identity'.</p> <p>I can explain how people can represent themselves in different ways online.</p> <p>I can explain ways in which someone might change their identity based on what they are doing online.</p>	<p>I can explain how my online identity can be different to my offline identity.</p> <p>I can describe positive ways for someone to interact with others online.</p> <p>I can explain that others online can pretend to be someone else and can suggest reasons why someone may do this.</p>	<p>I can explain how identity online can be copied, modified and altered.</p> <p>I can demonstrate how to make responsible choices about having an online identity depending on context.</p>	<p>I can identify and critically evaluate online content relating to protected characteristics.</p> <p>I can explain why it is important to challenge inappropriate representations online.</p> <p>I can describe issues online that could make anyone feel sad or uncomfortable.</p> <p>I can give examples of how to get help online and offline.</p> <p>I can explain the importance of asking until I get the help needed.</p>

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Online Relationships	<p>I can recognise some ways in which the internet can be used to communicate.</p> <p>I can give examples of how I might communicate online with people I know.</p>	<p>I can give examples of when I should ask permission to do something online.</p> <p>I can use the internet with adult support to communicate with someone I know.</p> <p>I can explain why it is important to be considerate and kind online.</p> <p>I can explain why things one person finds funny or sad my not always be seen the same by others.</p>	<p>I can give examples of how someone might use technology to communicate with others they don't know offline and why this may be risky.</p> <p>I can explain who I should ask before sharing things online about myself or others.</p> <p>I can describe different ways to ask for or deny my permission online.</p> <p>I can explain why I have a right to say 'no' or 'I will have to ask someone.</p> <p>I can identify who can help me if something happens online without my consent.</p> <p>I can explain why I should always ask a trusted adult before clicking 'yes', 'agree' or 'accept' online.</p>	<p>I can describe ways people who have similar interests can get along online.</p> <p>I can explain what it means to 'know someone' online and why this might be different to offline.</p> <p>I can explain how someone's feelings can be hurt by what is said or written online.</p> <p>I can explain the importance of getting and giving permission before sharing things online.</p> <p>I can explain why someone may change their mind about trusting someone if they feel nervous or uncomfortable.</p>	<p>I can describe strategies for safe and fun experiences in a range of online environments.</p> <p>I can give examples of how to be respectful online and describe how to recognise unhealthy online behaviours.</p> <p>I can explain how content shared online may feel unimportant to one person by may be important to other people's thoughts, feelings and beliefs.</p>	<p>I can give examples of technology-specific forms of communication (GIF, memes, emojis)</p> <p>I can explain that there are some people I communicate with online who may want to do me or my friends harm. I can recognise that this is not my fault.</p> <p>I can describe some of the ways people involved in online communities can collaborate positively.</p> <p>I can explain how someone can get help if they are having problems and identify when to tell a trusted adult.</p> <p>I can demonstrate how to support others who are having difficulties online.</p>	<p>I can explain how sharing something online may have an impact positively or negatively.</p> <p>I can describe how to be kind and show respect for others online. This includes respective boundaries around sharing.</p> <p>I can describe how things shared privately online can have unintended consequences for others (screenshotting)</p> <p>I can explain that taking or sharing inappropriate images can have an impact on that person and the sharer.</p>

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Online Reputation	I can identify ways that I can put information on the internet.	<p>I can recognise that information can stay online and could be copied.</p> <p>I can describe what information I should not put online without asking an adult first.</p>	<p>I can explain how information put online can last for a long time.</p> <p>I can describe how anyone's information could be seen by others.</p> <p>I know who to talk to if something has been put online without consent or is incorrect.</p>	<p>I can explain how to search for information about others online.</p> <p>I can give examples of that anyone may or not be willing to share about themselves online.</p> <p>I can explain that I need to be careful before sharing personal information.</p> <p>I can explain who someone can ask if they are unsure about what to share online.</p>	<p>I can describe how to find out about information about others by searching online.</p> <p>I can explain ways that some of the information about anyone online could have been created, copied or shared by others.</p>	<p>I can search for information about an individual online and summarise the information found.</p> <p>I can describe ways that information about anyone online can be used by others to make judgements about an individual and why these may be incorrect.</p>	<p>I can explain the ways in which anyone can develop a positive online reputation.</p> <p>I can explain strategies anyone can use to protect their 'digital personality' and online reputation including degrees of anonymity.</p>

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Online Bullying	<p>I can describe ways that some people can be unkind online.</p> <p>I can offer example of how this can make others feel.</p>	<p>I can describe how to behave online in ways that do not upset others and can give examples.</p>	<p>I can explain what bullying is, how people may bully others and how bullying can make someone feel.</p> <p>I can explain why anyone who experiences bullying is not to blame.</p> <p>I can talk about how anyone experiencing bullying can get the help they need.</p>	<p>I can describe appropriate ways to behave towards other people online and why this is important.</p> <p>I can give examples of how bullying behaviour could appear online and how someone can get support.</p>	<p>I can recognise when someone is upset, hurt or angry online.</p> <p>I can describe ways people can be bullied through a range of media.</p> <p>I can explain why people need to think carefully about the content they post and how this may affect others and their own reputation.</p>	<p>I can recognise online bullying can be different to bullying in the real world.</p> <p>I can describe how what one person perceives as playful can be harmful to others.</p> <p>I can explain how anyone can get help if they are being bullied online.</p> <p>I can identify a range of ways to report concerns at home and in school.</p> <p>I can explain how to block abusive users.</p> <p>I can name helpline services which can help people experiencing bullying.</p>	<p>I can describe how to capture bullying content as evidence and who to share this with to get help.</p> <p>I can explain how someone would report online bullying in different contexts.</p>

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Managing Online Information	<p>I can talk about how to use the internet as a way of finding information online.</p> <p>I can identify devices I could use to access information on the internet.</p>	<p>I can give simple examples of how to find information using digital technologies.</p> <p>I understand that we can encounter a range of things online including things we like and don't like as well as things that are real and made up.</p> <p>I know how to get help from a trusted adult if we see content that makes us feel uncomfortable.</p>	<p>I can use simple keywords in search engines.</p> <p>I can demonstrate how to navigate a simple webpage to get information I need.</p> <p>I can explain what voice activated searching is and know it is not a real person.</p> <p>I can explain the difference between things that are made up and things that are real.</p> <p>I can explain why some information I find online may not be true.</p>	<p>I can demonstrate how to use key phrases in search engines.</p> <p>I can explain what autocomplete is and choose the best suggestion.</p> <p>I can explain how the internet can be used to buy and sell things.</p> <p>I can explain the difference between belief, opinion and fact.</p> <p>I can explain that not all opinions shared online may be accepted as true or fair by others.</p> <p>I can describe and demonstrate how to get help if we see content that makes us feel uncomfortable.</p>	<p>I can analyse information to make a judgement about probable accuracy on what I see online.</p> <p>I can describe how to search for information within a wide group of technologies.</p> <p>I can describe some of the methods used to encourage people to buy things online.</p> <p>I can explain why lots of people sharing the same opinions or beliefs online do not make them true.</p> <p>I can explain that technology can be used to act like or impersonate living things (bots).</p> <p>I can explain what is meant by fake news.</p>	<p>I can explain how some search engines can limit the information I can find.</p> <p>I can explain what is meant by 'being sceptical'.</p> <p>I can evaluate digital content.</p> <p>I can explain key concepts including: reviews, fact, opinion, reliability and evidence.</p> <p>I can identify ways the internet can draw us to different agendas.</p> <p>I can describe ways of identifying when online content has been sponsored or boosted.</p> <p>I can explain what is meant by 'stereotypes' and how these can be reinforced online.</p> <p>I can describe why fake news may affect someone's emotions and behaviour.</p> <p>I can explain what is meant by a hoax and why they can be harmful.</p>	<p>I can explain how search engines work and results are ranked.</p> <p>I can explain how to use search engines effectively.</p> <p>I can describe how some online information can be opinion.</p> <p>I can explain why some people may present opinions as facts.</p> <p>I can define the terms influence, manipulation and persuasion.</p> <p>I understand the concept of persuasive design.</p> <p>I can analyse the validity of 'facts' and information.</p> <p>I can explain how companies and news providers target people with online news stories.</p> <p>I can describe the difference between online misinformation and disinformation.</p> <p>I can explain why information that is on a large number of sites may still be false.</p> <p>I can identify, flag and report inappropriate content.</p>

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Health, Wellbeing & Lifestyle	<p>I can identify rules that help keep us safe and healthy when using technology.</p> <p>I can give five examples of some of those rules.</p>	<p>I can explain rules to keep myself safe when using technology at home and beyond.</p>	<p>I can explain simple guidance for using technology in different environments and settings.</p> <p>I can say how those rules / guides can help anyone accessing online technologies.</p>	<p>I can explain why spending too much time using technology can have a negative impact on anyone. I can give examples of both positive and negative activities where it is easy to spend a lot of time engaged.</p> <p>I can explain why some online activities have age restrictions.</p> <p>I know who I can talk to if others pressure me to watch or do something online which makes me feel uncomfortable.</p>	<p>I can explain how using technology can be a distraction from other things in a positive and negative way.</p> <p>I can identify times or situations when someone may need to limit the amount of time they spend using technology.</p>	<p>I can describe ways technology can affect health and wellbeing both positively and negatively.</p> <p>I can describe some strategies to promote health and wellbeing with regards to technology.</p> <p>I can recognise the benefits and risks of accessing information about health and wellbeing online and how this should be balanced with talking to trusted adults and professionals.</p> <p>I can explain how and why some apps and games request payment and know the importance of seeking permission from a trusted adult.</p>	<p>I can describe common systems that regulate age-related content and describe their purpose.</p> <p>I recognise and can discuss the pressures technology can place on someone.</p> <p>I can recognise features of persuasive design and how they are used to keep users engaged.</p> <p>I can assess and action different strategies to limit the impact of technology on health.</p>

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Privacy & Security	<p>I can identify some simple examples of my personal information.</p> <p>I can describe who would be trustworthy to share this information with and why they are trusted.</p>	<p>I can explain how passwords are used to protect information and accounts.</p> <p>I can recognise more detailed examples of information that is personal to someone.</p> <p>I can explain why it is important to always ask a trusted adult before sharing any information online.</p>	<p>I can explain how passwords can protect information, accounts and devices.</p> <p>I can explain and give examples of what is meant by 'private'.</p> <p>I can describe and explain some rules for keeping information private.</p> <p>I can explain how some people may have their devices connected to the internet.</p>	<p>I can describe simple strategies for creating and keeping passwords private.</p> <p>I can give reasons why someone should only share information with people they choose they can trust.</p> <p>I can describe how connected devices can collect and share anyone's information with others.</p>	<p>I can describe strategies for keeping information private.</p> <p>I can explain that internet use is never fully private and is monitored.</p> <p>I can describe how some online services may seek consent to store information about me.</p> <p>I know what the digital age of consent is and the impact this has on online services asking for consent.</p>	<p>I can explain what a strong password is and demonstrate how to create one.</p> <p>I can explain how many free apps or services may read or share private information with others.</p> <p>I can explain what app permissions are and can give some examples.</p>	<p>I can describe effective ways people can manage passwords.</p> <p>I can explain what to do if a password is shared or lost.</p> <p>I can describe how and why people should keep their apps up to date.</p> <p>I can describe simple ways to increase privacy on apps and services.</p> <p>I can describe ways in which some online content targets people to gain money or information.</p> <p>I know that online services have terms and conditions to govern their use.</p>

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Copyright & Ownership	<p>I know that work I create belongs to me.</p> <p>I can name my work to show others it belongs to me.</p>	<p>I can explain why work I create using technology belongs to me.</p> <p>I can say why it belongs to me.</p> <p>I can save my work under a suitable title or name.</p> <p>I understand that work created by others does not belong to me if I create a copy.</p>	<p>I can recognise that content on the internet may belong to others.</p> <p>I can describe why other people's work belongs to them.</p>	<p>I can explain why copying someone else's work from the internet without permission isn't fair and can explain what problems this may cause.</p>	<p>When searching on the internet for content to use, I can explain why I need to consider who owns it and if I have permission to use it.</p> <p>I can give some examples of content which I must not use without permission from the owner.</p>	<p>I can assess and justify when it is acceptable to use the work of others.</p> <p>I can give examples of content that is permitted to be reused and know how this content can be found online.</p>	<p>I can demonstrate the use of search tools to find and access online content which can be reused by others.</p> <p>I can demonstrate how to make references to and acknowledge sources I have used from the internet.</p>